Ancient Greece Loan Box

Key Stage 2

Support Materials (Revised 2006)

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CONTENTS **PAGE**

Introduction	**2**
Frequently Asked Questions	**3**
Object Handling Guidelines	**6**
Inventory	**7**
Lesson plans and activity outlines:	**9**
• **Lesson 1: What is it?**	**10**
• **Lesson 2: Where was Ancient Greece?**	**12**
• **Lesson 3: Greek pottery**	**14**
• **Lesson 4: Who were the Ancient Greeks?**	**16**
• **Lesson 5: Gods and Goddesses**	**18**
• **Lesson 6: The Ancient Olympic Games**	**20**
• **Lesson 7: Wars and warfare**	**22**
• **Lesson 8: Seafaring and trade**	**24**
• **Lesson 9: Theatre**	**26**
• **Lesson 10: Buildings**	**28**
Worksheets for pupils	**Separately in the back of this pack**

Introduction

Thank you for choosing to borrow the Ancient Greece Loan Box from UCL Museums and Collections Education and Access Service.

This box contains genuine and replica items from Ancient Greece that have been specially chosen from the University's Archaeology Collection.

This pack contains everything you will need to use the loan box with your class. Within the box you will find the following:

- Objects
- Lesson plans and activities
- Support materials, such as worksheets, images, music

The loan box is designed to support **National Curriculum History, Key Stage 2 - European World Study**: study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.

It also follows the **QCA Schemes of Work - Units 14 and 15.**

Frequently asked Questions

Q: How do I borrow this box?

A: Loan boxes can be borrowed from the Education and Access Officer, UCL Museums and Collections by contacting the following address:

Education and Access Officer
UCL Museums and Collections

educationofficer@ucl.ac.uk

Telephone: 020 7679 2151
Fax: 020 7679 2886

Boxes are collected by arrangement from UCL directly. The boxes are packaged in a metal flight case that can be carried on public transport.

Q: How long can I borrow this box for?

A: A school can borrow the box for up to half a term at a time and the box can be shared amongst a number of teachers during that period.

Q: Who is this box for?

A: This box is for use in the classroom by primary teachers and their pupils studying Ancient Greece as their History topic. It has been designed with all aspects of the National Curriculum History, Key Stage 2 in mind.

Q: Where do the objects come from?

A: Most of the objects in this box come from Ancient Greece and date from the period c. 5th Century BC. They are now part of the UCL Archaeology Collection, housed at the Institute of Archaeology.

Q: How do I handle the objects?

A: Contained within this pack are guidelines for handling objects. Make sure that you are familiar with them before introducing the objects into the classroom. Remember that most of the objects are over 2000 years old.

Q: What happens if something gets broken?

A: We understand that accidents do happen. When you borrow the box you will be asked to sign a form. This form states that a small charge will be made for any breakages.

Q: How do I use this box?

A: This box contains everything you need to support your classroom teaching, including worksheets, photographs and images, as well as the objects themselves. An inventory is in the next section of this pack.

The lesson plans and activities are recommendations to enable to you and your class to get the most of the Box. You do not have use them all and you can use them in any particular order.

Some of the sheets are laminated for you to use in class. The other materials are for you to photocopy.

Object Handling Guidelines

The objects included are originals, so please follow the handling guidelines to ensure that objects are preserved for use as long as possible. Sometimes accidents cannot be avoided. If an object is damaged, please contact the Education and Access Officer as soon as possible.

- Handle objects over the padded boards provided or a soft cloth, whilst sitting at a table or on the floor.
- Only handle one object at a time.
- Use two hands to hold the object.
- Do not hold the object by the handles or parts that stick out, as these can easily break off.
- Do not try to open the sealed container. These objects are very fragile and not for touching.
- Do not snatch objects from other people while they are handling them.
- Do not walk around with objects.
- Remember to wash your hands after handling. These objects have been in contact with 2000-year-old dirt.

Inventory

This box contains the following items:

- Objects (detailed description below)
- Photographs (detailed description below)
- Teachers pack
- Object labels
- CD of Images
- CD of Music

Use this as a checklist when returning the box to make sure all the items are included.

Objects

Piece from a black bowl	• A piece of pottery which formed part of the foot of a bowl.
Decorated piece of an amphora	• Part of a vessel called an amphora. It is part of the rim and neck.
Female head	• Stone female head, with part of the head missing.
Part of a foot	• Stone left foot.
Handle of a storage vessel	• Part of a handle of storage vessel, decorated with brown geometric patterns on a beige background.
Modern replica of a drinking vessel	• Ceramic replica of a modern drinking vessel.
Small perfume jug	• Vessel called an aryballos. Some of the rim is missing.
Part of a lekythos	• Part of a vessel called a lekythos or vessel for pouring ritual oils. It is decorated with the pictures of three women, two are holding objects.
Part of a drinking cup	• Part of a drinking cup. The fragment shows a woman standing in front of a chair.

Female figurine	• Female figure dressed in a peplos.
Bull figurine	• Animal figurine in the shape of a bull.
Goats head	• Animal figurine in the shape of a goat's head.
Mask	• Part of a tragic mask.
Small perfume jug	• Vessel called an aryballos. It has been decorated with birds.
Piece of decoration from a building	• This piece would have been part of the decoration of a building in the shape of a palm leaf.
Lamp	• This is a small oil lamp.
Coins	• There are two Athenian silver drachmas minted in 460BC. • There is also a Corinth silver didrachm

Photographs/Images

Photograph	**Photograph description**
Map	Map of Ancient Greece
Greek pottery	Images of different types of Greek pottery
Dress in Ancient Greece	Picture of a boy wearing a chiton
Dress in Ancient Greece	Statue of a woman and girl wearing a peplos
Religious sites	Temple of Apollo at Delphi
Religious sites	Temple of Athena and statue of Athena
Events in the Ancient Olympic Games	Running and running in armour
Events in the Ancient Olympic Games	Boxing and long jump
Ancient Olympic Games	The Temple of Zeus and image of the statue of Zeus at Olympia
Athletes at the Ancient Olympic Games	Aryballos and strigil and contestant using a strigil
Wars and Warfare	Hoplites marching and helmet and armour
Wars and Warfare	Hoplites fighting
Trade	Images of Ancient Greek Ships
Greek Theatre	Image of Theatre of Herodus Atticus, Athens
Greek Theatre	Images of Aeschylus and Euripides
Greek buildings	Doric column and palmette

Lesson plans and activity sheets

Following are 10 lesson plans and activity sheets for you to use in class. Each lesson is based on 40 minutes teaching time. Each lesson plan contains each of these items:

- Learning objectives and learning outcomes
- Resources: objects; resources worksheets
- Activities

Lesson	Description
Lesson 1: What is it?	Handling objects. Looking at objects. Finding out about objects. Using objects to find out about the past.
Lesson 2: Where was Ancient Greece?	Locating Ancient Greece on the map. Finding the main cities? Understanding the key dates in Ancient Greece history. Finding out where the objects from the box have come from.
Lesson 3: Greek pottery	Looking at different types of Greek pottery and their uses. Looking at decoration. Understanding the work of the conservator.
Lesson 4: The people of Greece	Who lived in Ancient Greece? How did they dress? What did they eat?
Lesson 5: Gods and Goddesses	What did the Ancient Greeks believe? Who were the main gods and goddess? How can you recognise them?
Lesson 6: The Olympic Games	What were the Ancient Olympic games? What competitions were there? What events were different and what was similar? What evidence do we have?
Lesson 7: Wars and warfare	What did the Ancient Greek army wear? How did they train? What were the Persian Wars?
Lesson 8: Seafaring and trade	Why did the Ancient Greeks build ships? What goods did they sell? What did they buy?
Lesson 9: Theatre	What was the Greek theatre like?
Lesson 10: Buildings	What did Greek buildings look like? What evidence do we have? Do we have any similar looking buildings today?

Lesson 1: What is it?

Description:

- Handling objects
- Looking at objects
- Finding out about objects
- Using objects to find out about the past

Learning objectives:

- How to handle objects appropriately
- How to gain information from objects by observation
- How to find out about the past through looking at different artefacts

Classroom organisation (suggested):

- 5-6 groups of 4-5 pupils

Timings:

- Introduction (10 minutes)
- Handling (20 minutes)
- Feedback (5-10 minutes)

Resources:

- All objects sorted into 5-6 groups (i.e. 2-3 objects per group)
- Object labels
- Lesson 1 worksheets: Thinking about objects

Learning outcomes:

- Respect for objects
- How to write about objects
- How to talk about objects
- How objects are used to find out about the past
- What things are made of

Activity: Object Handling

1. Divide the class into 5-6 groups.

2. Introduction:
   - Explain to the pupils that they are going to be handling real objects from Ancient Greece.
   - Ask them how they think they should handle the objects. (Using the Object Handling Guidelines as reference).
   - Write up what they say on the whiteboard to remind them.
   - Remind them that although they will not get an opportunity to see all the objects in this lesson, they will eventually see all the objects. (Therefore no snatching other groups' objects or complaining).

3. Ask one person from each group to carefully take their objects to the table and to collect the laminated cards which go with the objects in those trays. Small plastic trays are suitable for this.

   Here is a suggestion of how to group the objects.

Bull Foot Bowl bottom Sherd showing woman & chair	Goat's head Woman figurine Handle	Woman's head Amphora rim Lamp	Mask Palmettes Coins Perfume pot	Perfume jug Sherd showing 3 women Replica pot

4. Each pupil should have a copy of the worksheet **"Thinking about objects"** but ask them to answer the questions in their groups.

5. After 10 minutes swap objects among the groups. This will need to be done carefully and sensibly. Ask one person from each group to handle the objects.

6. After they have looked at as many objects as possible in the lesson time ask them to select one object they have seen and nominate one person from the group to talk about the object. As they are talking write up any new vocabulary they may be unfamiliar with. They can copy this down into their books at the end of class.

7. At the end of the lesson ask the class what five main things they have remembered about the objects they have seen. This will be a useful recap for you and them and will provide you with a starting point for your next lesson.

Lesson 2: Where was Ancient Greece?

Description:

- Finding Ancient Greece on the map.
- Finding out about when the Ancient Greeks lived.

Learning objectives:

- Understand the cities and geography of Ancient Greece.
- Understanding when the Ancient Greeks lived.

Classroom organisation (suggested):

- Pupils can work individually but it would help if they were divided into small groups so they can work with their peers.

Timings

- Introduction (5 minutes)
- Cities of Ancient Greece (15 minutes)
- When the Ancient Greeks lived (15 minutes)
- Feedback (5 minutes)

Resources:

- Maps
- Timelines
- Pictures of key cities and sites
- Lesson 2 worksheets: Finding Ancient Greece on the Map

Learning outcomes:

- How to locate key cities.
- Understand the differences between modern and Ancient Greece.
- How to explain when the Ancient Greeks lived.

Activity: Where was Ancient Greece?

1. Introduction:
   - Explain to the pupils that they are going to be looking at key cities and sites in Ancient Greece.
   - Say that they are going to draw comparisons between modern and Ancient Greece.
   - Explain that they are also going to learn about when the Ancient Greeks lived.

2. Give each pupil a map and a sheet with the names of the cities and sites.
   - Ask them to make a key on the map for each type of site, i.e. city and religious site.
   - Ask them to mark the sites on the map according to the key.
   - More able students will be able to start to look at the difference in the location of Sparta and Athens by looking at the location of the two cities in relation to the sea and mountains.
   - Discuss with the pupils how modern and Ancient Greece differ. Explain that Ancient Greece was lots of different communities and towns, not one country as it is today.

3. Give each pupil a timeline and list of key dates.
   - If you have not already done so in class discuss the difference between AD (Anno Domini) and BC (Before Christ). A good way of doing this is to write today's date on the board and write a timeline going back in the following increments: AD2000, AD1000, AD1, 1BC, 1000BC. For example:
     - **Today's date**
     - **2000 AD**
     - **1000 AD**
     - **1 AD**
     - **1 BC**
     - **1000 BC**
     - **2000 BC**

   - Explain that the Ancient Greeks lived around 700-150 BC.

   - Ask the pupils to put the dates in order and plot the key dates on their timelines.

4. If you have time at the end of the lesson, pick out some of the objects from the box (those with known dates) and ask the pupils to add the objects to their timeline.

5. Finish by summarising the geographical difference from modern and Ancient Greece, using any feedback you might have heard in class discussion. Use the laminated map to help you.

Lesson 3: Greek pottery

Description:

- Looking at different types of Greek pottery
- Looking at the how they were used.
- Looking at decoration.
- Understanding the work of the conservator.

Learning objectives:

- How design affects use
- What kinds of patterns and designs the Ancient Greeks used.
- How conservators work.

Classroom organisation (suggested):

- 5-6 groups of 4-5 pupils

Timings

- Introduction (5 minutes)
- Identifying pottery (15minutes)
- Putting together pots (10 minutes)
- Feedback (5 minutes)

Resources:

- Objects: replica drinking cup; decorated pot sherds
- Pottery type image sheets
- Type description sheets
- Lesson 3 worksheets: Looking at pottery
- Images of different pottery decoration
- Flower pots or coffee mugs and masking tape

Learning outcomes:

- Be able to name and identify different types of pottery
- Be able to describe different decoration
- Understand how and why conservators repair objects

Activity: Matching, decorating, fixing

1. Introduction:
   - Explain to the pupils that they will be looking at some of the pottery examples in greater detail.
   - Say that they will be looking at how people how work in museums, called conservators repair objects for display.

2. Get the pupils to match the pot sherds to the images which most closely show the type of pot it could be. Fill in worksheet with this information, for example:

Object	Pot type	Pot use	Decoration
Object 1	Aryballos		

3. Using the images and the descriptions fill in the used of the pot.

4. Describe decoration on the pottery. Does it have people, animals or patterns? What colour is the pattern? Complete the worksheet.

5. Take out the replica drinking vessel that has been broken. Hand it around the class. Ask the children the following questions:
   - Why do things break?
   - Why do we discard them?
   - How do we fix them?
   - How would a conservator fix them?

6. Get the children to have a go at fixing their own pots (1 per group). You will need 1-2 terracotta flower pot per group (or coffee mugs but flower pots are cheaper) and some masking tape. Before the lesson, draw a Greek style pattern on the pot and break it in a plastic bag. The children then have to put the pot together in their groups. We have a set of broken pots to borrow with the loan box however you would need a car to transport both this and the loan box.

   This activity can be spread over two lessons. If you have enough resources available, give the pupils 1 flower pot or mug each and get them to decorate it themselves in a Greek pattern. You will need to allow the pots to dry before you break them and restore them, so this can be spread across two lessons.

7. At the end of the lesson ask the pupils if they can answer the following questions:
   - What types of things did the Ancient Greeks paint on their pots? (Look for themes such as gods, goddesses, myths, battles, the Olympics, daily life).
   - What colours did they use? (Black, red, brown, orange)
   - Why do we repair objects?

Lesson 4: Who were the Ancient Greeks?

Description:

- Finding out about the people of Ancient Greece.
- Finding out how people dressed.
- Finding out about what people ate.

Learning objectives:

- Understanding the daily life in Ancient Greece

Classroom organisation (suggested):

- 5-6 groups of 4-5 pupils

Timings

- Introduction (5 minutes)
- Looking at clothes (5 minutes)
- Making a chiton (10 minutes)
- Food (10 minutes)
- Feedback (5 minutes)

Resources:

- Objects: Female head; female figurine;
- Images of dress, olive trees, types of pottery
- Sheets (either 1 per group or 1 per pupil) and safety pins
- Worksheet 4: Make a chiton and What did the Ancient Greeks eat?

Learning outcomes:

- Be able to talk about daily life in Greece

Activity: Dressing up and eating like a Greek

1. Introduction:
   - Explain to the pupils that they are going to find out about daily life in ancient Greece and in particular what people wore and what they ate.

2. Looking at the objects:
   - Make sure all the class get to handle the two figurines and see the images of a boy wearing a chiton and women wearing a peplos. There are also images of people on some of the pottery sherds.
   - Discuss with the pupils how archaeological evidence can provide them with information about what people wore and how they lived.
   - Discuss with them the why men and women wore the same clothes.
   - Discuss the practicalities of the clothing in Greece i.e. Greece is a hot country.

3. Make a chiton:
   - Use the worksheet to help you.
   - The pupils can either work in pairs or in their groups depending on how many sheets you have (if you have a double sheet you may be able to cut it into 4 or into 2 if it is a single).
   - Pin the sheet together and tie around the middle using cord (such as curtain cord).
   - You may choose to dress up just one child as an example for the rest of the class.

4. Food in ancient Greece:
   - Look at the examples of pottery in the loan box.
   - Use the pottery type sheet to discuss uses of pottery.
   - Ask the pupils what types of food are found in modern Greece (expect answers on a typical Mediterranean diet).
   - Ask them about what they think the ancient Greeks ate. (Typical foods: fish, wheat, lentils, peas, chickpeas, goats (for milk) and wine).
   - Ask the pupils if they know the god of wine (Dionysus) and the goddess of wheat (Demeter).
   - Discuss why those types of food might have been popular - focus here on the climate and geography of ancient Greece.
   - Get the children to fill out the quiz sheet with true and false statements.
   - Discuss the answers with the class.

5. Feedback:
   - Ask the children to discuss 5 things they have learnt.

Lesson 5: Gods and goddesses

Description:

- What did the ancient Greeks believe?
- Who were the main gods and goddesses?

Learning objectives:

- Looking for evidence in pottery.
- Identifying the main gods and goddesses.
- Finding clues.

Classroom organisation (suggested):

- 5-6 groups of 4-5 pupils

Timings

- Introduction (5 minutes)
- Why do we look for clues in pottery? (15 minutes)
- Who were the main gods and goddesses in Ancient Greece? (15 minutes)
- Feedback (5 minutes)

Resources:

- Decorated pottery fragments
- Lesson 5 worksheets: What can we find out about Ancient Greece from looking at pottery and Who were the Ancient Greek gods and goddesses?

Learning outcomes:

- Understand how we use pottery for evidence.
- Be able to identify different gods and goddesses.
- Understand how we recognise them on pottery.

Activity: Who were the Ancient Greek gods and goddesses?

1. Introduction:
   - Use the map to look at key religious sites in Ancient Greece.
   - Explain that the pupils will be looking at evidence from Greek pottery.

2. Why do we look for clues in pottery?
   - Give the pupils the worksheets.
   - Give each group a piece of pottery from the loan box.
   - Remind them about some of the things they learnt in the 'Handling Objects' session and the 'Greek pottery' session.
   - In their groups ask them to think about what we can find out about Ancient Greece by looking at pottery.
   - Ask them if they can think of any other types of evidence that might give them clues about the gods and goddesses? (Clue: replica coins).
   - Give them about 10 minutes for the exercise.
   - Ask them in their groups to feedback their ideas.

3. How do we identify Greek gods and goddesses from pottery?
   - Give the pupils the worksheets and ask them to complete the sheets.
   - Give them about 10 minutes.

4. Feedback:
   - Ask the class if they can remember any of the key symbols that we use to identify the gods and goddesses.

Lesson 6: The Ancient Olympic Games

Description:

- What were the Ancient Olympic Games?
- What competitions were there?
- What events are the same or different from today's games?
- What were the rules of different games?
- In whose honour where the games held?

Learning objectives:

- Compare the modern and Ancient Olympic games
- Understand how the Greeks knew the rules of the games

Classroom organisation (suggested):

- 5-6 groups of 4-5 pupils

Timings:

- Introduction (5 minutes)
- Comprehension (15 minutes)
- Long jump (15 minutes)
- Feedback (5 minutes)

Resources:

- Objects, aryballos jars and images with pottery
- Images: athletes on pottery doing various events; athletes with perfume jars; strigil
- Lesson 6 worksheet: The Ancient Olympic Games

Learning outcomes:

- Name some of the events in the Ancient Olympic games
- Understand why the games were held
- Understand how we can look for evidence about the games

Activity

1. Introduction:
   - Introduce the idea of the modern and Ancient Olympic games.
   - Explain to the pupils that they will be using evidence from pottery.
   - Compare pictures of the modern Olympians receiving their laurel wreaths and images of the ancient Olympians.

2. Comprehension exercise:
   - Give the pupils a worksheet.
   - Remind the pupils of the things that people can learn from pottery.
   - Ask them to look carefully at the sentences and statements and answer the questions.
   - After they have worked their way through the sheets, feedback within the class.

3. Long Jump:
   - Can you long jump like the Ancient Greeks?
   - Show image of long jumper.
   - Take two light weights - either small dumbbells or two tins of baked beans.
   - Make sure the pupils have enough space either outside in the playground or in the classroom. You will need about 2m x 3m.
   - With their feet together the pupils need to swing themselves forward, and jump, both feet together. They must land on their feet to make the jump count.

4. Feedback
   - Spend 5 minutes asking the pupils 2 or 3 things which are the same about the modern Olympic games and 2 or 3 things which are different.

Lesson 7: Wars and Warfare

Description:

- What did the Greek army wear?
- How did they train?
- Who did the Greek armies fight?

Learning objectives:

- Finding out about the importance of the army in Ancient Greece
- Finding out about key battles in Ancient Greece.

Classroom organisation (suggested):

- 5-6 groups of 4-5 pupils

Timings:

- Introduction (10 minutes)
- Debate (20 minutes)
- Feedback (10 minutes)

Resources:

- Images of warfare
- Lesson 7 : Wars and Warfare

Learning outcomes:

- Understand in the influence of the Greek Army on Ancient Greek Daily Life.

Activity: Wars and warfare

1. Introduction
   - Explain to the pupils that they will be looking at the army and warfare in Ancient Greece.
   - Show them images from pottery of Greek warriors.
   - Remind the pupils that pottery is our main source of evidence for arms and warfare from Ancient Greece.
   - Ask the pupils if they can think of other evidence we might have (archaeological evidence of arms and armour, written sources).

2. The Qualities of a Warrior:
   - Give the pupils Worksheet 7
   - Ask the pupils to discuss in their groups the qualities that they think might have been important in Ancient Greece.
   - Ask them to think about why armies might have been important in Ancient Greece given the fact that Ancient Greece was ruled by a number of city states.
   - Ask the pupils to think about how the armies might have trained and got fit, given their knowledge of the Ancient Olympic games.
   - Give the pupils about 10 minutes to discuss and ask them to feedback their answers.

4. The Persian Wars
   - It's 490 BC and Ancient Greece is threatened by the Persian Empire.
   - Give half the class the prompt cards which argue that the Greeks should fight the Persians and the other half to join the Persian Empire.
   - Give the pupils 10 minutes to match up the statements and to feedback to the class.

5. Feedback:
   - Explain to the pupils that although the Athenians fought alone at Marathon, the Greek city states joined together to fight the Persians at the Battle of Salamis in 480 BC.

- Let the pupils know that this point changed the course of European history because otherwise, there would have been no Greek and Roman Empires and Mediterranean and Western European would have ruled by an Eastern ruler and adopted Eastern customs and rituals.

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Lesson 8: Seafaring and trade

Description:

- Why did the Ancient Greeks build ships?
- What goods did they sell?
- What did they buy?

Learning objectives:

- Look at the importance of the sea to the Ancient Greeks.
- Look the influence of trade on Ancient Greece.

Classroom organisation (suggested):

- 5-6 groups of 4-5 pupils

Timings:

- Introduction (10 minutes)
- Trade and seafaring in Ancient Greece (25 minutes)
- Feedback (5 minutes)

Resources:

- A selection of pottery objects and coins from the loan box
- Images and maps
- Lesson 8 worksheet: Trade in Ancient Greece

Learning outcomes:

- Understand how Greece's geographical location influenced its seafaring.
- Understand the importance of trade in Ancient Greece.

Activity: Trade

1. Introduction:
   - Explain to the pupils they will looking at the importance of sea in Ancient Greece.
   - Use the map and discuss with the pupils which seas are found around mainland and the islands of Ancient Greece. Look at the location of main cities such as Athens, Corinth, Knossos and Sparta.
   - Ask the pupils which other countries the Ancient Greeks might have been able to reach by sea (Italy, Turkey, Mesopotamia, Egypt).
   - Looking at the map, ask the pupils where the Ancient Greeks might have got trees to make boats. (From the mountains in mainland Greece).

2. Trade
   - Using the pottery and the coins in the loan box remind the pupils about how they provide evidence of trade.
   - Ask the pupils what products the Ancient Greeks might have traded - primarily, oil, wine and silver.
   - Give each of the pupils a map and a worksheet. Ask them in their groups to complete their worksheets.
   - Give them about 10 minutes to complete the exercise.
   - Ask them to feedback their answers to the rest of the class.

6. Feedback:
   - Ask the pupils about the different things we buy in from other countries.
   - Ask the pupils why it is important for other countries to trade with each other.

Lesson 9: Theatre

Description:

- What was the Greek theatre like?

Learning objectives:

- Find out why theatre was so important to the Greeks.

Classroom organisation (suggested):

- Introduction (5 minutes)
- Role play (15 minutes)
- Performance (10 minutes)
- Feedback (5 minutes)

Timings:

- 3 groups of 10 pupils or 6 groups of 5 pupils

Resources:

- Objects: tragic mask, pottery sherds
- Chitons (if they have been made in a previous lesson)
- Theatrical mask template
- Tragedy prompt cards, on lesson 8 worksheet: Tragedy in Ancient Greece

Learning outcomes:

- To talk about the different types of Greek theatre

Activity: Greek theatre

1. Introduction:
   - Hold up the Greek tragic mask. Explain that this is meant to represent a mask and is not a life size representation.
   - Explain to the pupils that they will be working in groups on a role play.
   - If you have time dress the class in their chitons (if they have made them in a previous session).
   - If you have time, make a Greek mask for the pupils to perform with.
   - Before you start play the class the tape of Greek music and explain the importance of music in Greek theatre. If you have any percussion instruments for use in class give them to each group,

2. Role-play:
   - Give each group a prompt card.
   - Ask them to improvise a seen based on the card.
   - Give them about 10 minutes to come up with an idea.
   - Allow 2 minutes for each performance.
   - At the end of each performance provide the pupils a summary of the 'real' Greek story.

7. Feedback:
   - At the end of session ask the pupils if they have been to see a play and what did they see.

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Lesson 10: Buildings

Description:

- What did Ancient Greek buildings look like?
- What evidence do we have?
- Do we have any similar buildings today?

Learning objectives:

- Looking at the style of Greek buildings.
- Looking at the influence of Greek buildings on our buildings today (for example UCL's Main Building).

Classroom organisation (suggested):

- 5-6 groups of 4-5 pupils

Timings

- Introduction (10 minutes)
- Identification exercise (15 minutes)
- Modern buildings (10 minutes)
- Feedback (5 minutes)

Resources:

- Objects: palmettes
- Images of Greek temples
- Worksheet 10: Greek buildings

Learning outcomes:

- Understand how we look at archaeological evidence.
- Understand the influence of Greek architecture on our buildings today.

Activity: Looking at Greek-style buildings

1. Introduction:
   - Explain to the pupils that they will be looking at Greek buildings and the influence of Greek buildings on the how people more recently have made buildings in this and other countries.
   - Ask them what evidence do we have for Greek buildings?
   - Show the pupils some images of Greek buildings, such as the Panthenon, the Temple of Delphi, and the Temple of Zeus at Olympia.
   - Hand the palmettes around the class. Ask the pupils if they can guess where the palmettes were placed on the buildings.

2. What are the key features of Greek buildings and what evidence do we have?
   - Give each pupil a worksheet on Greek buildings and ask them to fill in the sheet in their groups.
   - Give them about 10 minutes for this exercise.
   - Feedback the results within the class.

3. Modern buildings (discussion):
   - As a group, ask the class if they can think of any examples of buildings they know which have the features of Greek buildings. They might come up with local buildings, such as banks or town halls or buildings in central London such as the National Gallery or the British Museum.
   - You might want to allow the class to do this as an ICT exercise and do their research on the Internet.

4. Feedback:
   - Ask the class to think about why people might have wanted to build their important buildings like the Ancient Greeks.

Thinking about objects

In your group answer the following questions for each of the objects in your tray. You can use the labels to help you.

Remember you are looking for clues about the object!

Object 1	
What shape is your object? (You can draw it if you like).	
What is it made out of?	
Is there any writing or decoration? What does it say? What does it show?	
What do you think it might have been used for?	

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Object 2	
What shape is your object? (You can draw it if you like).	
What is it made out of?	
Is there any writing or decoration? What does it say? What does it show?	
What do you think it might have been used for?	

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Object 3	
What shape is your object? (You can draw it if you like).	
What is it made out of?	
Is there any writing or decoration? What does it say? What does it show?	
What do you think it might have been used for?	

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Object 4	
What shape is your object? (You can draw it if you like).	
What is it made out of?	
Is there any writing or decoration? What does it say? What does it show?	
What do you think it might have been used for?	

NOW CHOOSE A SPOKESPERSON IN YOUR GROUP AND 1 OBJECT TO TALK ABOUT

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Finding Ancient Greece on the map

Key cities and sites

Create a key and mark these cities on your map.

Cities:
Athens
Sparta
Troy
Ithaca

Religious places
Olympia
Mount Olympus
Delphi

Famous dates in Ancient Greece

Put these dates in chronological order with starting with oldest to the most recent. Mark these dates on your timeline.

Order	Event	Date
	Alexander the Great	336-323 BC
	Battle of Marathon against the Persians	490 BC
	First Olympic Games	776 BC
	Democracy begins in Athens	508 BC
	Greece becomes part of the Roman Empire	146 BC
	Parthenon built	432 BC
	Homer writes the epics 'The Illiad' and the 'Odydessy'	750 BC
	Perikles is ruler of Athens	462 - 429 BC
	War between Athens and Sparta	431 - 404 BC
	Battle of Sardis against the Persians	480 BC

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Timeline

Time	Event
1000 BC	
950 BC	
900 BC	
850 BC	
800 BC	
750 BC	
700 BC	
650 BC	
600 BC	
550 BC	
500 BC	
450 BC	
400 BC	
350 BC	
300 BC	
250 BC	
200 BC	
150 BC	
100 BC	

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Answers

Order	Event	Date
9	Alexander the Great	336-323 BC
4	Battle of Marathon against the Persians	490 BC
1	First Olympic Games	776 BC
3	Democracy begins in Athens	508 BC
10	Greece becomes part of the Roman Empire	146 BC
7	Parthenon built	432 BC
2	Homer writes the epics 'The Illiad' and the 'Odydessy'	750 BC
6	Perikles is ruler of Athens	462 - 429 BC
8	War between Athens and Sparta	431 - 404 BC
5	Battle of Sardis against the Persians	480 BC

Timeline

Time	Event
1000 BC	
950 BC	
900 BC	
850 BC	
800 BC	First Olympic Games (776 BC)
750 BC	Homer writes the epics 'The Illiad' and the 'Odydessy'(750 BC)
700 BC	
650 BC	

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600 BC	
550 BC	Democracy begins in Athens (508 BC)
500 BC	Battle of Marathon (490 BC) Battle of Sardis (480 BC) Perikles is ruler of Athens (462 - 429 BC)
450 BC	War between Athens and Sparta (431 - 404 BC) Parthenon built (432 BC)
400 BC	
350 BC	Alexander the Great (336 - 323 BC)
300 BC	
250 BC	
200 BC	
150 BC	Greece becomes part of the Roman Empire (146 BC)
100 BC	

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Looking at pottery

Draw the object	Pot type	Pot use	Decoration

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Draw the object	Pot type	Pot use	Decoration

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Draw the object	Pot type	Pot use	Decoration

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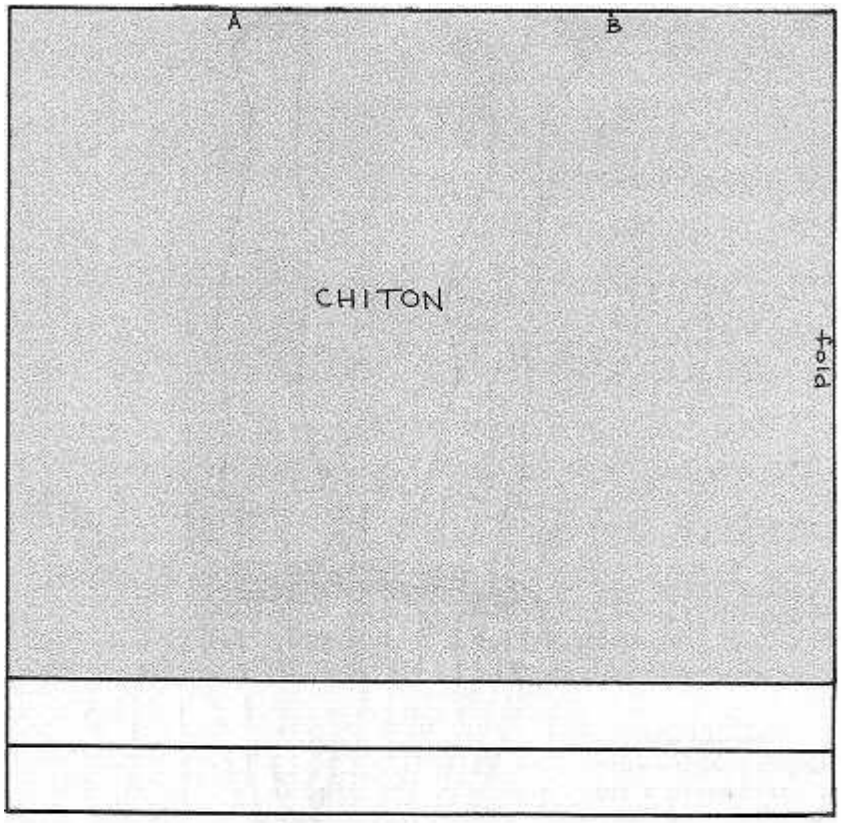
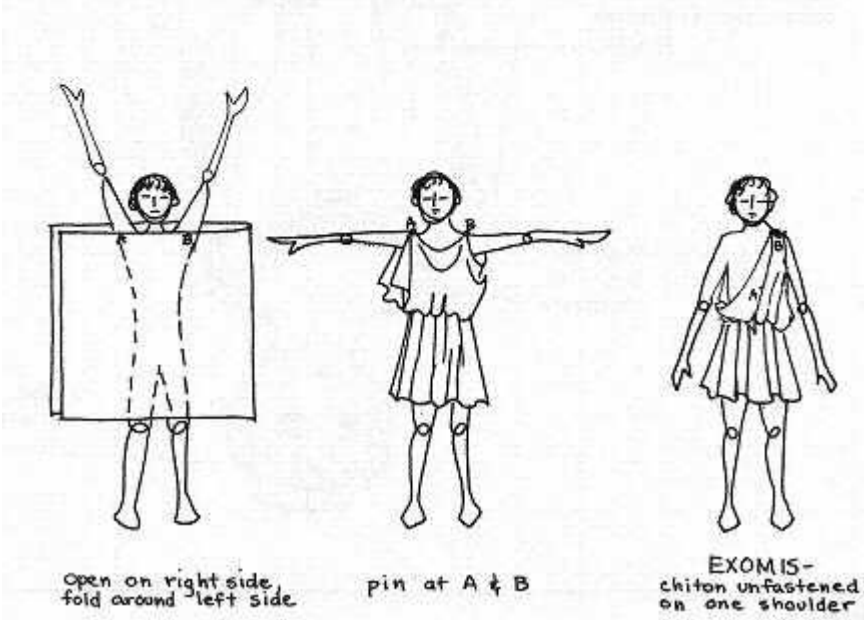
Make a chiton





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What did the ancient Greeks eat?

1. Greece is a very cold country. True or False?

2. Greece has lots of mountains. True or False?

3. The soil in Greece is not very good for growing crops. True or False?

4. The ancient Greeks drank beer. True or False?

5. The god of wine is called Bacchus. True or False?

6. Olive oil was an important part of the diet for ancient Greeks. True of False?

7. The ancient Greeks ate tomatoes. True or False?

8. The ancient Greeks ate lots of fish. True or False?

9. The ancient Greeks did not each much meat because they sacrificed animals to their gods. True or False?

10. The ancient Greeks believed some vegetables were 'dirty' and not suitable for eating. True or False?

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Answers

1. False. The climate in Greece is very hot. Temperatures in the summer months average 26-28C.

2. True. There are a lot of mountains in mainland Greece.

3. True. The soil is poor and not as good for growing things as other countries like Egypt or Mesopotamia (Iraq).

4. False. Beer was drunk in Mesopotamia. The ancient Greeks drank wine which was made from grapes which grew on vines which were plentiful in ancient Greece.

5. True. Bacchus is the Roman name for the Greek god Dionysus.

6. True. Olives were an important crop and there are many examples on Greek pottery of the olive harvest.

7. False. Although an important part of the modern-day Mediterranean diet, tomatoes were not introduced to Europe until the 15th Century when they came from the New World.

8. True. No part of Greece was more than 40 miles from the sea and there were lots of islands in Greece.

9. True. The ancient Greeks to begin with, never ate meat unless it had been sacrificed to a god, or had been hunted in the wild. They believed that it was wrong to kill and eat a tame, domesticated animal without sacrificing it to the gods.

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10. True. The ancient Greeks also had strong opinions about vegetables. They felt some vegetables were “dirty” and others "clean". Some ancient Greeks, for example, would not eat beans as they felt they were "dirty".

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What can we find about Ancient Greece from looking at pottery?

Looking for clues

What can we find out about Ancient Greece from looking at pictures on pottery?

1.

2.

3.

4.

5.

What other types of things can provide us with clues about life in Ancient Greece?

How can we tell different gods and goddess apart on pottery?

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Answers

What can we find out about Ancient Greece from looking pictures on pottery?

Typical answers might be:

1. What people wore
2. What people looked like
3. What people ate
4. What people did to enjoy themselves e.g. music, theatre, dining, sport
5. What kind of sports they played (cross-reference to the Ancient Olympic Games)
6. What they believed in

What other types of things can provide us with clues about life in Ancient Greece?

- Coins
- Buildings
- Sculptures

How can we tell who different gods and goddess are on pottery?

- Symbols or objects associated with the god or goddess.

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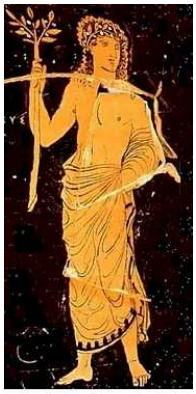
Who were the Ancient Greek gods and goddesses?

Match the description of the god or goddess to the correct picture. Use a pencil to link the correct description and the picture.

Zeus
- God of the sky and king of Olympus
- Shown with an oak, eagle or a thunderbolt

K3.1 DEMETER

Poseidon
- God of the sea
- Shown with a triton (a three-pronged



K5.11 APOLLON

Athena
- Goddess of Wisdom
- Daughter of Zeus
- Shown with an owl and armour

K2.3 POSEIDON, GIGANTE POLYBOTES

Apollo
- Sun god
- Shown with bow and arrow and laurel wreath

Demeter
- Goddess of the harvest
- Shown with corn

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The Ancient Olympic Games

Look at the pictures below and read the information and answer the following questions:

The Olympic Games were first held in 776 BC in Olympia in honour of the god Zeus. The games were held every four years and lasted for five days. Athletes travelled from all over Greece to take part, although women were not allowed to compete or even watch.

The site at Olympia was huge, with a stadium, gymnasium, and Temple to Zeus. 40,000 spectators could watch from banks of seats around the track.

The main events were running, wrestling, horse and chariot racing, boxing and the pentathlon. The events in the pentathlon were running, wrestling, long jump, javelin and discus. The marathon was not an event at the Ancient Olympic Games. The first ever marathon runner was an Athenian soldier who ran 40 kilometres from Marathon to Athens with the news that the Greeks had beaten the Persians in battle.

Champions were given olive crowns and could become very rich and famous. Lists of champions were kept from 400 BC until the last games in 300 AD. The first winner of the sprint in the first games in 776 BC was Koroibos of Elis.

We know about the different events from pottery, statues and inscriptions. Pottery shows the athletes performing in events and the winners being awarded their prizes. There are lots and lots of examples that have survived from ancient times.

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True or False?

1. The first Ancient Olympic Games were held in 776 BC. True or False?

2. The Games were held every two years. True or False?

3. The Games were held in the honour of Athena. True or False?

4. Women were allowed to compete in the Games. True or False?

5. 20,000 spectators usually came to watch the Games. True or False?

6. The events in the pentathlon were running, horse riding, long jump, javelin and discus. True or False?

7. The word 'pentathlon' comes from Ancient Greek. True or False?

8. The marathon was an event in the Ancient Olympic Games. True or False?

9. Champions were given gold medals. True or False?

10. Most of our evidence about the games comes pottery. True or False?

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Answers

1. True. The first games were held in 776 BC.
2. False. The Ancient Olympic Games were held every four years. although there were other games in the Pan-Hellenic calendar at Delphi, Isthmia, and Nemea and other games held at other places such as Athens.
3. False. The games were held in honour of the god Zeus
4. False. Women were not allowed to compete in the Games but they did hold their own games in honour of Hera at the site at Olympia.
5. False. It is estimated that around 40,000 spectators watched the games.
6. False. There was wrestling not horse riding.
7. True. The word 'pent' means five and 'athlon' means prizes. So the pentathlon means 'five prizes' or 'five events'.
8. False. The marathon was only introduced in the modern Olympic Games. The first ever marathon runner was an Athenian soldier who ran 40 kilometres from Marathon to Athens with the news that the Greeks had beaten the Persians in battle.
9. False. Winners were given olive wreaths or branches. At other games, they may have been given shields, bronze tripods and cloaks. Laurel wreaths were given to winners at Delphi.
10. True. There are lots and lots of examples of the events and games which have survived from Ancient Greek pottery.

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Can you jump like the Ancient Greeks?

The long jump in the Ancient Olympic Games was very different to the long jump today.

Athletes started from a standing position. They held weights to help them jump further. With their feet together they swung the weights forward and took a big jump. Athletes had to also land with their feet together.

Now it's your turn! Try using small gym weights or baked bean tins!

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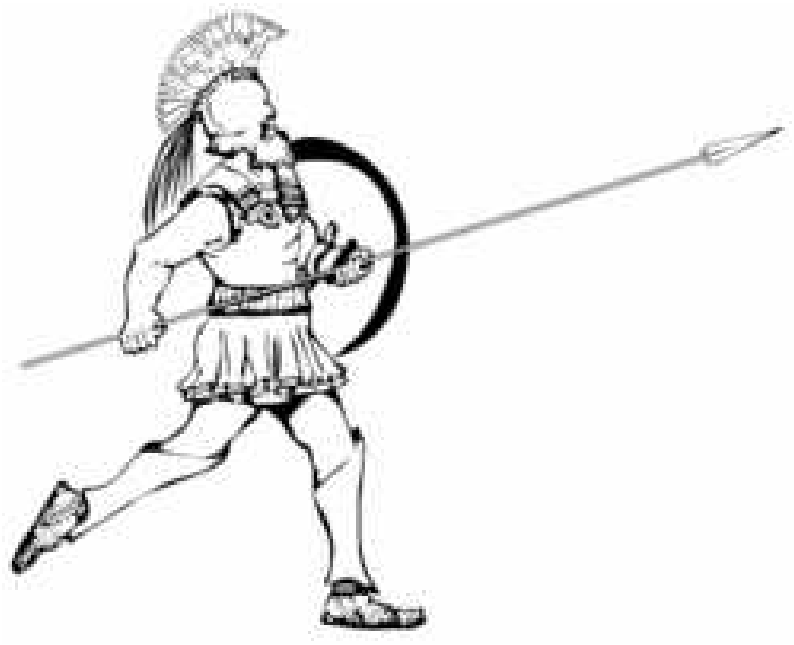
Worksheet 7: Wars and Warfare

Soldiers in Ancient Greece wore helmets, breastplates, and greaves on their legs, carried round shields and used short swords and spears. Every man had to have the right armour.



Greek cities gathered their men together for training on a regular basis (usually after the harvest). Cities such as Sparta had training academies for their military elite. Many of the best athletes in the Ancient Olympic Games were also well known soldiers.

Soldiers fought in lines called a phalanx. The soldier was protected by the shield of the man next to him. It meant that no spears or arrows could get through the wall of shields.

The Greek army was feared for their bravery and discipline.

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Discussion

In your group discuss the following questions:

1. What qualities do you think would be important for an Ancient Greek soldier?

2. Why did the different cities think it was important to have an army?

3. Why do you think the army would have needed lots of training?

4. Why do you think it was important for the soldiers to have the correct arms and armour?

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The Persian Wars

Read the following information.

The Persian Empire, ca 500 B.C.E. Even larger than the Assyrians and Babylonians, the Persian Empire stretched from India to Europe and incorporated all of the civilized world except for Greece.

(Image courtesy of Pearson Longman, Civilisation in the West)

The Persian Empire was the most powerful kingdom in 500 BC. The Empire reached from Turkey in the West and India in the West. The Empire was ruled by King Darius who called himself the King of Kings. He was very wealthy as he had many resources such as grain, iron, silver, and gold. He had a very beautiful palace with hundreds of rooms where he would meet people from his empire.

He had a huge army and his own bodyguard of 10000 soldiers called the 'Immortals'. If one man died he was replaced straight away.

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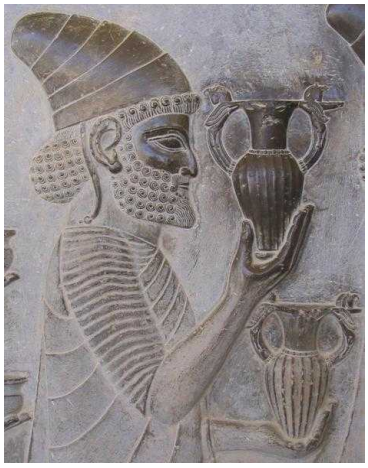
Lydian Greeks paying tribute to the King
©Livius.org



King Darius wanted to add the cities of Ancient Greece to his great empire. Although poor in natural resources, the cities of Ancient Greece controlled trade in the western Mediterranean Sea.

King Darius wanted the cities of Ancient Greece to become part of his empire and pay tribute or tax to him. This money would make him wealthier and help him increase his army.

He also wanted the Greek soldiers to join his army so he could capture more land.

The Greeks of Athens and Sparta had to decide if they were to join the Persian Empire or fight it.

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Organise the statements below to help you decide if you should fight King Darius or join the Persian Empire. Think of some other reasons if you can.

Statement	Write 'join' or 'fight' in this column
We are very proud of our great cities and our history.	
The King rules half the world anyway. Other cities and countries have joined the Empire. Who are we to stop the wave of the great king's power?	
We don't want to pay taxes to fund the King's wars.	
We want to protect our trade in the Mediterranean.	
The King will provide us with protection against ours and his enemies.	
The King will be kind and generous to us as he needs our skilled soldiers and armies.	

Pick a spokesperson and get them to speak for your group.

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Trade in Ancient Greece

Look at the map below

Greek Cities and Colonies of the Archaic Age. Greek civilization was never limited geographically but thrived in trading and agricultural colonies ringing the Mediterranean and Black Seas.

(Image courtesy of Pearson Longman, Civilisation in the West)

The Ancient Greeks traded throughout the Mediterranean and the Black Sea. They traded wine and oil in return for grain, timber, gold, silver, copper, perfumes and glass.

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Following is a list of goods that were traded throughout the Ancient Greek world. Look at this list carefully.

Goods the Ancient Greeks sold

Goods	Countries sold to
Wine	Sicily
Oil	Sicily

Goods the Ancient Greeks bought

Goods	Countries sold to
Grain	Cyrene, Chersonesus
Rugs	Carthage
Gold	Miletus, Egypt
Silver	Epidammus
Copper	Rome, Cyprus
Tin	Marseille
Glass	Egypt

Now using one colour for goods the Ancient Greeks sold and one colour for the goods that the Ancient Greeks bought, join up the trade routes.

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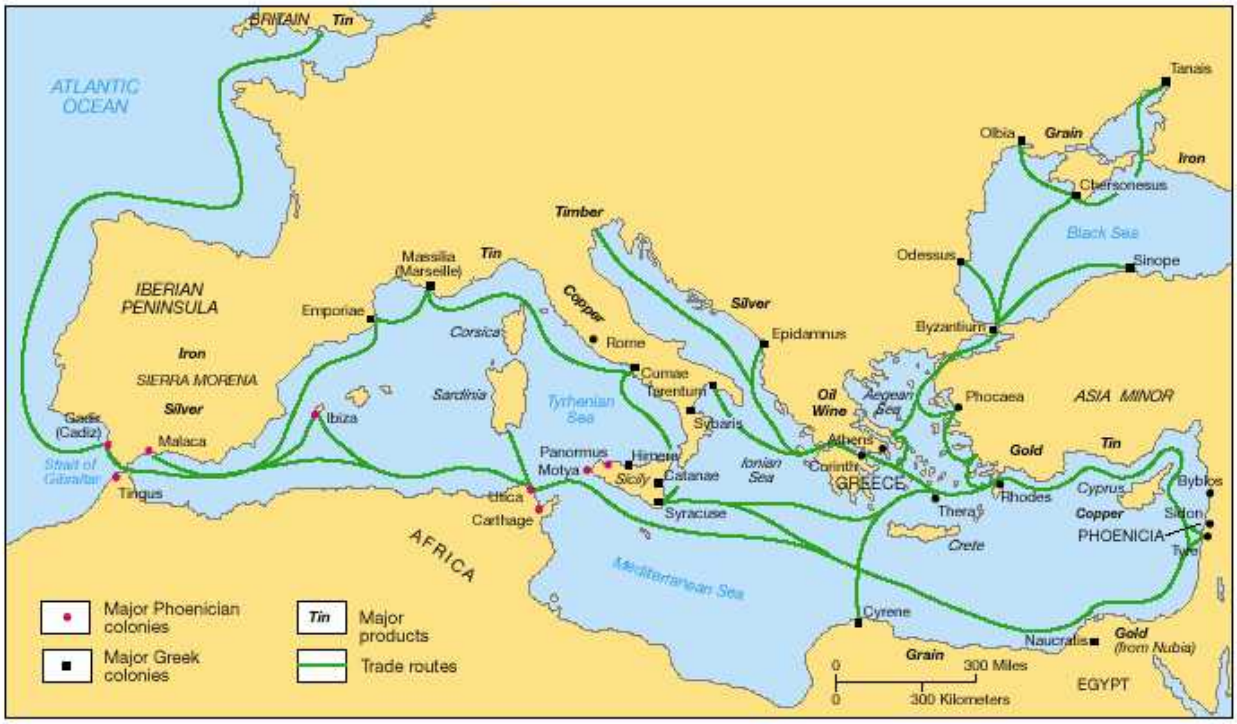
Answers

Map showing the trade routes



Greek and Phoenician Colonies and Trade. The Western Mediterranean was first colonized by Phoenicians and Greeks who together controlled trade throughout the region.

(Image courtesy of Pearson Longman, Civilisation in the West)

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Theatre

Group 1:

Title: Prometheus Unbound

Playwright: Aeschylus

Characters:

1. Cratos
2. Bia
3. Hephaestus
4. Prometheus
5. Oceanus
6. Io
7. Hermes
8. Zeus
9. Chorus=Oceanides (the daughters of Oceanus)

The play:
The story is about how Prometheus angers the god Zeus.

- Cratos, Bia and Hephaestus chain Prometheus to a rock on the order of the god Zeus and leave him.
- The Oceanides (Chorus) are the daughters of Oceanus. Oceanus is a friend to Prometheus and they come to be nice to him.
- Oceanus himself arrives and tells Prometheus not to anger the god Zeus even more by talking about his overthrow.
- Io then visits him and Prometheus tells her that one of her children will save him from the rock.
- Hermes is the next god to visit Prometheus. Hermes asks Prometheus to tell him who will overthrow the god.
- Prometheus does not tell Zeus and Zeus strikes him with a thunderbolt.

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Group 2:

Title: The Persians

Playwright: Aeschylus

Characters:

1. Atossa
2. Messenger
3. Ghost of Darius
4. King Xerxes
5. Chorus=Persian Elders

The play:

The story is about the Persian invasion of Greece.

- The Chorus and Queen Mother Atossa are sitting in the palace in the capital of Persia. They are waiting for news of King Xerxes invasion of Greece.
- A messenger arrives and says that the King has lost the battle and lost many men. The King is going to return to his palace.
- The messenger talks about the battle in detail. He talks about how bloody it was.
- The messenger tells how the Greeks shouted that they had to win the battle to save their cities, children, gods and ancestors.
- Atossa goes to the tomb of the dead King Darius (her husband and father of Xerxes). The ghost of Darius appears and he tells her the Persians lost the battle because Xerxes made a mistake. The ghost says that the gods fought for the Greeks.
- Xerxes comes home and he is very sad because he lost the battle. The Chorus are sad with him.
- Xerxes soon sees that it was his own mistake that lost the battle.

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Group 3:

Title: Cyclops

Playwright: Euripides

Characters:

1. Silenus
2. Odyesseus
3. The Cyclops
4. Chorus=Satyrs
5. Friends of Odysseus (non-speaking)

The play:
The story is funny story about how Odysseus saves the Satyrs.

- Odysseus and his friends are lost on their way home from the Trojan war. They stop at Sicily, home to the Cyclops. The Cyclops is a big giant with one eye.
- Silenus and the Satyrs have been trapped by the Cyclops. Silenus and the Satyrs are follows of the god Dionysus. Dionysus is the god of wine.
- Odysseus trades food with Silenus for wine. Silenus tells the Cyclops that Odysseus stole the food.
- The Cyclops locks Odysseus and his friends inside a cave and eats some of them.
- Odysseus escapes from the cave.
- He decides to get the Cyclops drunk. When the Cyclops and Silenus are drunk, Odysseus and his friends poke out the eye. The Cyclops is very angry.
- Odysseus escapes with his friends on his boat.

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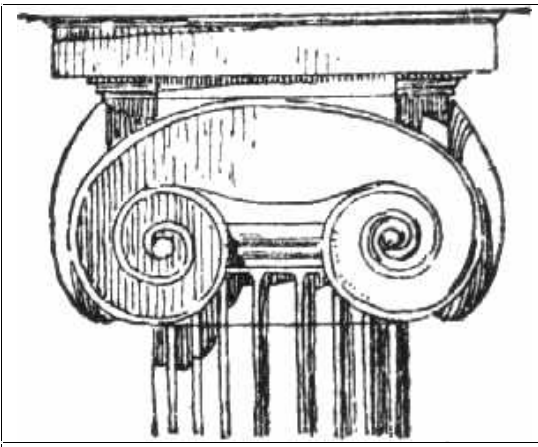
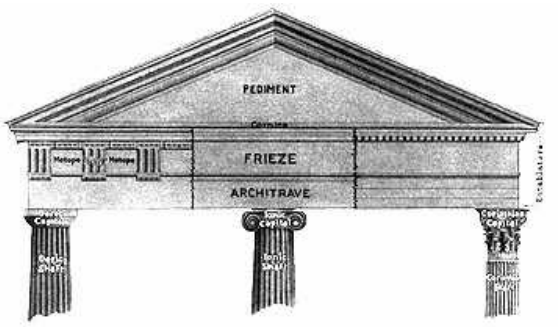
Greek buildings

Greek buildings have the following features:

Columns	
Pediment	This is a triangle shape, like this: 

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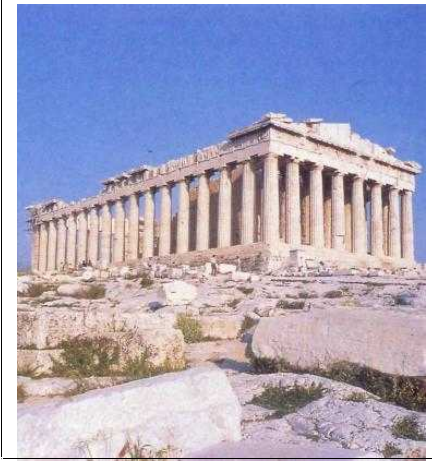
Which of these buildings are Ancient Greek or from recent times?

Please note: Greek buildings did not have domes

Picture	Ancient Greek - yes or no?
1.	
2.	
3.	
4. 	

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Answers:

1. This is from the Greek National Academy building in Athens. It is a modern building in the Greek style
2. This is the Temple of Hephaestus, Athens
3. This is the Main Building of UCL on Gower Street
4. This the Temple of Athena, the Parthanon.

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